

Development And Standardization Of Tool For Assessing Educational Aspiration Towards Prospective Teachers

M. Mohan Babu¹ & Dr. K. Saikumari²

¹Guest Lecturer in Physical Science education, Institute of Advanced Study in Education, Saidapet, Chennai.

²Assistant Professor of Biological Science, Institute of Advanced Study in Education, Saidapet, Chennai.

Abstract

In the present study, the tool for assessing Educational Aspiration towards Prospective Teachers has been constructed and standardized. The two point scale had three dimensions. The scale initially consisted of 34 statements. The simple random sample technique was used for conducting pilot study. The sample consists of 110 prospective teachers randomly selected from Chennai District. The “Cronbach’s Alpha” technique was used to find out the reliability of the tool and finally out of 34 statements, 30 statements were selected for the final study.

Keywords: Aspiration, Educational level of Aspiration, Prospective Teachers.

Introduction

Educational aspirations have been studied intensively by different disciplines to explain educational disparities, including psychological, social-psychological, sociological and economic perspectives (Domina et al. 2011; Rojewski 2005). Yet, despite the frequent use of the term ‘educational aspirations’, which is generally used to refer to the educational goals students set for themselves, there is no single and universally accepted definition or common agreement as to what the term means (Lent et al. 1994; Quaglia and Cobb 1996; Rojewski 2005). A variety of terms like plans, decisions or preferences are commonly used – sometimes interchangeably – as they are all essentially viewed as goal terms that primarily differ along dimensions such as the degree of specificity and proximity to the choice implementation (Lent et al. 1994; Rojewski 2005). For instance, career goals have often been referred to as aspirations when they are assessed remotely in time from the decision situation and do not demand commitment or reality considerations, whereas terms like expressed

choices, plans or decisions are more frequently used when goals are assessed near or at the point of transition (Lent et al. 1994, p. 85).

Operational definition of Educational Aspiration towards Prospective Teachers:

Aspiration:

He / She level at which a person sets his significant goals; the level of performance to which he aspires. An individual’s aspiration level has an important bearing on his personality and adjustment. It is a basic component of his self-image, the way he appears in his own eyes. Generally speaking, most normal individuals have been found to set their significant goals just a little higher than they are sure of attaining.

Educational Aspiration:

Educational aspiration reflects educational goals an individual sets for himself/herself. Students whose academic self-schema, Aim and goal, Ambition is positive are more likely to have

confidence in their ability to achieve; they tend to value education, and see the process of education attainment as more positive and rewarding in B.Ed. Course.

Prospective Teachers: Teachers are those Studentteachers who study B.Ed. Course.

Review of Related Literature:

Gore, J., Holmes, K., Smith, & Wallington, C. (2017). New research from the Teachers and Teaching Research Centre at the University of Newcastle has shed light on how young people come up with answers to the question, examining the crucial period when their ideas about the future start to take shape. Over the course of seven years (2012-18), the team collected survey and interview data from more than 15000 students, parents/carriers, and teachers across New South Wales in order to understand the formation of occupational and educational aspirations, providing one of the largest studies to date on this significant topic.

Yisak Tafere (2014) Education aspirations and Barriers to Achievement for young people in Ethiopia .The paper draws on survey results of cohort children born in 1994 (N=980) sampled from the 20 Young Lives sites (eight urban and 12 rural) as well as qualitative data from 30 children from five of these sites (two urban and three rural). The 20 study sites were selected from five regions – Amhara, Oromia, SNNP (Southern Nations, Nationalities and Peoples’ Region), Tigray and Addis Ababa – where the majority (95 per cent) of Ethiopian children lives. For the qualitative study, one site was selected from each region. One of the two urban qualitative sites is situated in the capital city (Bertukan, a suburb in Addis Ababa)⁴ and the other in the capital of SNNP region (Leku). These are very poor neighborhoods, where people with different ethnic, religious and economic backgrounds live side by side. The three rural sites are from the regions of Amhara, Oromia and Tigray. Tach-Meret, in Amhara, is a community very close to town and where children can access all levels of schooling, from primary school to technical and

vocational training. Leki, in Oromia, has only one primary school and children are much engaged in paid work in private irrigation vegetable-growing fields. Zeytuni, in Tigray, is a relatively remote community affected by protracted drought.

Bahram Mohammadi Behjoo (2012) The educational aspirations and factors that influence these aspirations. A sample of 400 male (N=250) and female (N=150) ELT students from three international state universities in Ankara/Turkey was selected. The data for the A hierarchical multiple regression indicated that commitment to schooling, academic self-concept, family and educational environment were related significantly to educational aspirations and explained a significant proportion of the variance. The results suggest the high aspirations of students are mediated through strong academic self-concept, positive peer support, a commitment to schooling and high educational aspirations in the home while low educational aspirations may have different mediating influences in different students.

Abdul Hamid Abdul Rahima , Norzaini Azmana,*(2010) The purpose of this pilot study is to ascertain the level of educational aspiration among first-generation students and the extent of parental influence in the students’ aspirations to pursue tertiary education. A total 71 form four students responded to questionnaires containing aspiration scales and the role of parent’s items. The results showed that the level of educational aspirations of first-generation students to pursue studies at higher education institutions is high. The study also showed that parents’ factors influence the first-generation students’ educational aspirations in pursuing tertiary education.

METHODOLOGY ADOPTED FOR THE CONSTRUCTION AND VALIDATION OF THE TOOL

DESCRIPTION OF THE TOOL:

Since no standardized tools were available for the research variable of Educational Aspiration towards Prospective Teachers, the investigator decided to construct own tool with the help of

research supervisor. The investigator selected three dimensions pertinent to the research variable of Educational Aspiration towards Prospective Teachers. The dimensions are Ambition, Passion, Aim and Goal. Table 1 gives the details of the items which come under different dimensions. The scale used for the pilot study consists of 34 items. All the 34 items were Yes or No type of Questionnaire. The statement of the Questionnaire consists of factors related to the 34 statements were Ambition, Passion, Aim and Goal segregated according to the dimensions such as Ambition - 13 statements, Passion - 7 statements and Aim and Goal-14 statements

Scoring Procedure: The tool consists of 34 statements that reflected the drafted. The respondents were asked to put a tick (✓) mark against each statement under one of the yes or No type of responses. Each item has scored as 2- for yes and 1 – for No for all the positive statements, and the reversible score is used for negative statements. The scale for assessing Educational Aspiration towards Prospective Teachers gives the sum total of statement scores of all the 3 dimensions. The range of scores is high from 1 to 57,

Table 1. Dimensions- Wise Distribution of Selected Items in Educational Aspiration towards Questionnaire of Prospective teachers

S. No.	Dimensions	Statements	Total
1.	Ambition	13	13
2.	Passion	7	7
3.	Aim and Goal	14	14

Ambition: Ambition is the most important aspect of human life and it also provides a new essence

Table 2. Statement Analysis for Educational Aspiration towards Questionnaire of Prospective teachers and Selection of Statements for Final Study.

with up-moving directions in our life. It is necessary for all of us to have an ambition in our life so, that we can live in a meaningful way. Ambition is essential for everyone to live well in life.

Passion: The bachelors of education degree are the key to becoming a teacher and have your own classroom to teach in a reputed institute. But the love for the subject is not enough to become a teacher. As instructors, you will hold the responsibility to pass on education to the next generation and ensure that every child in your classroom has your equal attention. The B. Ed gives you the power to shape lives, influence decisions and encourage learning. So, you must give a thought on the matter, consider why do you want to teach and evaluate when should you take up B. Ed.

Aim and Goal: Being patient can help you realize that consistent reflection and hard work can produce successful outcomes. Many goals that you need to reach often take time and patience can help you continually produce excellent work.

- ✓ Be more mindful of your thoughts and reactions to what is going on around you.
- ✓ Calm your mind so that you can think more clearly about your situation.

Pilot Study

The scale of Educational Aspiration towards Prospective Teachers initially had 34 statements. The pilot study was conducted for the sample of the 110 prospective teachers studying in the Chennai District. Then, their responses have been scored carefully and the marks secured by all the Prospective teachers were subjected to the statement analysis.

Table 2 shows the details of the selected statements using Cronbach's Alpha are given in Table 1.

Q.No	Item Total Correlation Screening - I	Item Total Correlation Screening - II	Item selected for final study
1	Item Removed	Item Removed	Item Removed
2	0.546	0.546	Selected
3	Item Removed	Item Removed	Item Removed
4	0.383	0.383	Selected
5	0.492	0.492	Selected
6	0.592	0.592	Selected
7	0.489	0.489	Selected
8	0.503	0.503	Selected
9	0.352	0.352	Selected
10	0.454	0.454	Selected
11	0.428	0.428	Selected
12	0.433	0.433	Selected
13	0.322	0.322	Selected
14	0.378	0.378	Selected
15	0.380	0.380	Selected
16	0.577	0.577	Selected
17	0.425	0.425	Selected
18	0.335	0.335	Selected
19	0.526	0.526	Selected
20	0.535	0.535	Selected
21	0.436	0.436	Selected
22	0.393	0.393	Selected
23	0.440	0.440	Selected
24	0.504	0.504	Selected
25	0.509	0.509	Selected
26	0.518	0.518	Selected
27	0.529	0.529	Selected
28	0.602	0.602	Selected

29	0.462	0.462	Selected
30	0.531	0.531	Selected
31	0.302	0.302	Selected
32	Item Removed	Item Removed	Item Removed
33	Item Removed	Item Removed	Item Removed
34	0.420	0.420	Selected

Reliability:

By using Cronbach's Alpha method the reliability of the tool was found out. The reliability value was found out to be 0.891 which is highly reliable. The statements which have a value above 0.3 and 0.6 and below levels were selected for the final study. Thus, out of 34 statements, 30 statements were selected for the final study.

Validity: Face and content validity was established by giving the tool to the Research experts in the field of Education. The square root of the reliability gives the validity of the tool (Garrett, 19) The Square root of the reliability values 0.891 was found to be 0.934.

The final tool has 30 statements. The details of the statements pertinent to dimensions are

Table 3. Dimensions- Wise Distribution of Finally Selected Items in the scale of Educational Aspiration towards Questionnaire of Prospective teachers.

S. No.	Dimensions	Statements	Total
1.	Ambition	11	11
2.	Passion	7	7
3.	Aim and Goal	12	12

Conclusion

The scale has high reliability and validity and henceforth suitable for administration for main

study for collecting data from the randomly selected sample representative of the total population.

From the study of review of related literature it was found out that the research on Prospective Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, Aim, Ambition and Passion. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted and significantly associated with the quality of education in general and students' learning outcomes in particular. Hence, student teacher must concentrate on the various skills essential to maintain them with balanced emotional as well as to excel in their duty for the sake of future generation and improve their aspiration towards teaching profession.

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